DOCUMENT RESUME

ED 390 452 JC 960 025

TITLE	Michigan Community Colleges At-Risk Student Success Program, 1992-1993.
INSTITUTION	Michigan State Dept. of Management and Budget, Lansing. Office of Education.
PUB DATE	Sep 94
NOTE	31p.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Community Colleges; Educational Development; *Educational Finance; *Educationally Disadvantaged; Federal Aid; Grants; *High Risk Students; *Program Costs; Program Effectiveness; Special Needs Students; *State Aid; *Student Personnel Services; Student Placement; Two Year Colleges; Two Year College Students
IDENTIFIERS	*Michigan

ABSTRACT

Designed to help Michigan's community colleges assist and retain academically at-risk students, the At-Risk Student Success program provides the colleges with additional funds to implement more personalized student services. This report describes the At-Risk program and presents data on expenditures and outcomes at the state's 29 community colleges for 1992-93. Following an introduction, the first section reviews changes in the program's funding formula, from its foundation in 1989-90 to 1994-95. This section indicates that in 1994-95 the total At-Risk fund was $3,380,900, with base grants of $40,000 being allocated to each college. The next section summarizes the at-risk grant programs at the colleges, providing brief descriptions of the basic programs and unique program components for each. The next section provides data tables on the following program outcomes: (1) assessment and placement methods used at each college; (2) the number of at-risk students served and percentage of students by eligibility reason (i.e., one or more developmental course, diagnosed as learning disabled, or second language assistance) per college; (3) total funds allocated for at-risk programs per college, including At-Risk funds, federal funds, college contributions, and other funds; and (4) state grant expenditures per college for full-time supervisors, counselors, other staff and percentages of the grant expended on personnel, testing, equipment, supplies, travel, contract services, and other services. The final section provides college comments on the grant-reporting process. The state At-Risk reporting form and a list of frequently used abbreviations are appended. (TGI)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

JC

ED 390 452

Michigan Community Colleges

At-Risk Student Success Program

1992-1993

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

K. Pawlovich

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Department of Management and Budget
Office of Education
P.O. Box 30026
Lewis Cass Building
Lansing, Michigan 48909

September 1994

JC 960 025

BEST COPY AVAILABLE

TABLE OF CONTENTS

INTRODUCTION 1

HISTORY OF THE AT-RISK STUDENT SUCCESS PROGRAM FORMULA 2

SUMMARY OF AT-RISK GRANT PROGRAMS AT MICHIGAN COMMUNITY COLLEGES 5

TABLE 1 - ASSESSMENT AND PLACEMENT DATA 19

TABLE 2 - NUMBER OF STUDENTS AND PRIMARY ELIGIBILITY 20

TABLE 3 - TOTAL FUNDS FOR AT-RISK PROGRAM 21

TABLE 4 - STATE GRANT EXPENDITURES 22

COMMENTS IN RESPONSE TO PROGRAM SURVEY 23

APPENDIX A - SURVEY FORM 24

APPENDIX B - FREQUENTLY USED ABBREVIATIONS 28

INTRODUCTION

The At-Risk program was first authorized as a grant in the 1989-90 Community College appropriation act (P.A. 175 of 1989). The purpose of this grant is to help colleges give academically At-Risk students more individual attention with a goal to assist and retain these students until their scholastic goals are met. The At-Risk Student Success program is designed for students with special needs that meet one or more of the following criteria: 1) enrolled in one or more developmental courses, 2) diagnosed as learning disabled, and 3) those who require English as a second language (ESL) assistance. Traditionally, programs which provide personalized student services have a greater financial cost to the institution. While this program can never fully reimburse the additional institutional expenses, its intent is to encourage colleges to pursue activities in this area.

In accordance with boilerplate sections of appropriation bills, each college must submit a report of their At-Risk program accomplishments by December 30 of each year. The most current summaries have been compiled into one document. It is hoped this report will stimulate an information exchange between colleges, the Legislature, and State Executive Branch departments.

This report is a summary of the data provided by the colleges for the 1992-93 state fiscal year. The FY93 report was compiled and edited by Karen J. Pawlovich, Analyst, Office of Education, Michigan Department of Management and Budget. Questions concerning this report or request for additional copies should be directed to Karen at (517) 373-8883.

PRIOR REPORTS

Michigan Community Colleges At-Risk Student Success Program Grant Expenditures for 1991-92, Lori Towers-Hoover, House Fiscal Agency, Lansing, Michigan, August 1993

HISTORY OF THE
At-Risk STUDENT SUCCESS PROGRAM FORMULA

The At-Risk Student Success (At-Risk) program evolved from a grant in FY89-90 which was allocated based on college services provided to students involved with programs such as Michigan Jobs Opportunity Basic Skills (MJOBS), Tuition Incentive Program (TIP), and Michigan Opportunity Skills Training (MOST) programs. Eligibility for these programs was the responsibility of the Department of Social Services, which often could not release participants' names because of confidentiality issues. As a result, many colleges felt the number of students helped could not be accurately reported and used for formula allocation purposes.

In 1990-1991, a new formula was devised, and is, with a few changes, the one still in use today.

Fiscal Year 1990-91 At-Risk Formula (P.A. 201 of 1990)

The first year's categorical grant using contact hours was $3,000,000, with each college awarded a base grant of $40,000. The remainder of the grant ($1,840,000) was allocated based on the following formula:

> The number of an individual college's student contact hours in developmental and preparatory classes are divided by that college's total number of student contact hours from all categories. (These numbers were taken from the Activities Classification Structure (ACS) Data Book, which is compiled by the Department of Education using data submitted by colleges.) This resulting percentage is then divided by the total number of student contact hours of all 29 colleges combined. This will yield the percent of the $1,840,000 that is the college's share under this formula.

Fiscal Year 1991-92 At-Risk Formula (P.A. 110 of 1991)

In FY 1991-92, the At-Risk program grant was increased from $3,000,000 to $3,120,000. The $40,000 base grant remained the same as the prior year and $1,960,000 was allocated by formula.

In the second year of using this formula, colleges raised a concern to the House and Senate Subcommittees regarding the formula treatment of colleges which had not properly classified developmental classes in their Activities Classification Structure reports to the Department of Education. There is a two year delay built into the

data the formula uses, i.e. the last completed year's data (1989) would be used to calculate the following year's budget (1991). The net result was that a college's grant would be understated for two to three years before the data could catch up with the formula calculation.

Audit reviews and policy modifications at some colleges resulted in significant increases in the reported contact hours in developmental and preparatory courses.

By allowing schools to add all their new student contact hours in one year, a large redistribution would take place. The Subcommittees felt it would not be equitable to the colleges that had previously correctly reported student contact hours to suddenly face a decreased allocation. The idea for a cap on student contact hours was advanced, with the result that additional contact hours, up to double the amount of hours previously reported, would be used in formula calculations. Any hours over twice as much as the prior year would be disregarded for use in the At-Risk formula calculation.

Fiscal Year 1992-93 At-Risk Formula (P.A. 150 of 1992)

The At-Risk program's funding was increased from $3,120,000 to $3,282,400, with the base grant remaining at $40,000 for each college and $2,122,400 allocated to the colleges based on the formula.

Once again, the House and Senate Subcommittees on Community Colleges faced concerns raised by colleges who felt the cap on student contact hour growth would unfairly understate their At-Risk grants.

The solution finally adopted consisted of using an average of the three most recent years of student contact hours, instead of using only the previous year's numbers.

Secondly, to grandparent the three year average concept, At-Risk grant calculations for each college would be done two ways: once using the formula for FY 1991-92 (one year's student contact hours) and another time using the new three year average. Whichever calculation yielded the higher grant for each college was used in the FY 1992-93 budget allocation. The increase of $162,400 to the FY 1992-93 grant was the additional funding needed to cover this "hold harmless" approach.

Fiscal Year 1993-94 At-Risk Formula (P.A. 163 of 1993)

The At-Risk program funding remained unchanged. The total was $3,282,400, the base grant remained at $40,000 and $2,122,400 was allocated to the colleges based on the formula.

There was yet another small change in the formula. Each college's last three years of developmental/preparatory contact hours were divided by the three year average of that college's total contact hours from all academic areas. That individual

percent was divided by the total number of student contact hours of all 29 colleges combined, yielding a college's share of the formula At-Risk funds.

Fiscal Year 1994-95 At-Risk Formula (P.A. 285 of 1994)

The At-Risk program funding was increased 3% to $3,380,900. The base grant remained at $40,000 and $2,220,900 was available for formula distribution.

The distribution formula was not modified. Each college's allocation was computed using the three year average of developmental/preparatory contact hours divided by the three year average of that colleges total contact hours from all academic areas. That individual percent was divided by the total number of student contact hours yielding that college's share of the formula At-Risk funds.

SUMMARY OF AT-RISK GRANT PROGRAMS AT MICHIGAN COMMUNITY COLLEGES (QUESTIONS 1 AND 2)

This section represents a compilation of college responses to the At-Risk survey, Questions 1 and 2 (Appendix A). The responses are listed to permit sharing of program accomplishments and initiatives among the colleges. The methods of grant utilization depicted below have not necessarily been approved by the State, but are provided as an information service for colleges. Colleges were permitted to indicate that no changes occurred in the FY92-93 program from the FY91-92 information. In these cases, the words "no change" proceed the FY91-92 submissions.

ALPENA COMMUNITY COLLEGE

Contact: Sheila Williams

Basic program: No change - identification of eligible students through developmental course registration and/or review of student records. A letter detailing available services (free tutoring, personal academic and career counseling) is sent to the eligible student. A follow-up study is being implemented to gauge academic performance and retention rates of At-Risk students.

Unique Program Components: The At-Risk program works in conjunction with two other programs - the Special Populations and Student Support Services programs. Specialized workshops are conducted on career exploration, financial aid and transfer options. An agreement has been made with Michigan Rehabilitation Services to share costs of providing special services for disabled students. Supplemental instruction is used in Chemistry and Math courses.

BAY DE NOC COMMUNITY COLLEGE

Contact: Carolyn Rogers-Bissel

Basic Program: No change - new students with low ASSET scores and those who have a "C" average or lower on high school transcripts are identified for special attention. This takes the form of working with academic advisors to determine course load and the need for special services.

Unique Program Components: No change - specialized faculty make up the core of Bay de Noc's program. One person is certified in neurolinguistic programming and is using this knowledge to help students. Using a certified tutor, the college began a special remediation reading program in 1992 for dyslexic students.

C.S. MOTT COMMUNITY COLLEGE
Contact: Dr. Sandra U. Brown

Basic Program: No change - At-Risk students are recruited from developmental reading classes into Mott's STAR program (Students Taking Academic Responsibility). STAR students are encouraged to use computer assisted instruction in the learning center for at least one to three hours per week. Students are encouraged to look at both short and long term goals and use school and community resources to reach these goals. Students using these resources accumulate bonus points that may be exchanged for a variety of awards such as social and cultural activities, gift certificates, bookstore vouchers and cafeteria tickets.

Unique Program Components: No change - skill building workshops address academic, social/personal and employment concerns. Mott also utilizes a mentor program where honor students help At-Risk students address academic issues, develop problem solving skills and take advantage of existing college and community networks.

DELTA COLLEGE
Contact: Caroline Wirtz/Pat Graves

Basic Program: Students have an intake appointment with a counselor/advisor to review academic needs, goals and interests. An Educational Development Plan is initiated and followed with meetings to determine the student's progress and provide recommendations.

Unique Program Components: Developmental support services as well as supplemental instruction services for learning disabled students were provided during 1992-93. These services were provided in conjunction with funding from the Carl D. Perkins Vocational Education and Applied Technology program and college resources.

Examples of services include:

- Tutorial service: including professional tutoring, peer tutoring, computer assisted learning tutoring and Studymate;
- Supplemental Learning Aids/Services, including untimed tests, oral tests, testing by proctor, note takers and taped tests/tape recorders;
- Tutorial Training for students and peer tutors;

- Workshops for At-Risk students on the topics of student success strategies, scholastic motivation, time management, learning styles, study skills, reading technical/mathematics texts, test anxiety reduction, objective test taking, math anxiety reduction, stress management, memory techniques, giving oral reports, and individualized workshops.

GLEN OAKS COMMUNITY COLLEGE
Contact: Cheryl Hayden

Basic Program: In addition to ASSET testing, students with no ASSET scores but a lower than "C" average in high school or an ACT or SAT score that puts them in a developmental or basic class area, will be referred for "at-risk" counseling. In order to recruit students for the program, a letter is sent from the "at-risk" counselor indicating that the Dean has requested an appointment prior to advising for the following semester, including a phone number to call to set up the appointment. In addition to advising with an at-risk counselor, students are allowed to meet with counselors that they have previously used or other counselors in the area if the "at-risk" counselor is not available for a timely response to a request for an appointment.

Unique Program Components: Available services are provided for at-risk students through the Special Needs program. Career and Academic advising are offered through the counseling office. The Academic Opportunity Center allows students to receive personalized attention outside of the classroom. This personalized attention can take the form of assistance in reading skills, writing skills, and math skills. In addition, one-on-one tutoring is also available in the center.

GOGEBIC COMMUNITY COLLEGE
Contact: Steven Wesselhoft

Basic Program: The program identifies students through assessment with special course placement advisory sessions, a mid term progress check and on-going individual counseling. Computer-aided skill building courses are available in math and English and tutorial help is available for all subjects. Early identification and intervention program remains essentially the same. The college physically combined the learning resource center with the counseling and advising center, and consolidated services to streamline assessing, advising, and assisting students.

Unique Program Components: In 1992, new part-time professional math and English tutors focused on the very special needs students and conducted two to three regular weekly appointments per student. In addition, a follow-up phone call was made to each At-Risk student, timed mid-way between the final preregistration advising session and the mid-semester student update session.

GRAND RAPIDS COMMUNITY COLLEGE
Contact: Audrey Mayfield

Basic Program: No change - provides at least one counseling contact during the first half of each semester for the "challenged" student. During this contact, students draw up a personal plan of action and the actions necessary to accomplish that plan. At-Risk students also receive information on special services such as day care services, legal referral, housing, Department of Social Service liaison assistance, tutoring, handicapped assistance, etc.

Unique Program Components: No change - to provide a positive image for At-Risk students, the program is known as "Making the Connection". An extensive computer database is used to allow advisers/counselors to monitor students' progress and coordinate support services. The staff meets regularly to develop delivery services. The average completed cumulative grade point average for At-Risk students is 2.64.

HENRY FORD COMMUNITY COLLEGE
Contact: Theodore Hunt, Jr.

Basic Program: No change - Henry Ford's At-Risk program is administered under the Student Services Division, Special Needs Office. Services are offered at three campuses, with each campus' tutorial coordinator reporting to the Special Needs program manager.

Unique Program Components: No change - tutorial computer labs are available on a drop-in basis, open from 8:30 a.m. to 10:00 p.m. If a student needs additional help, part-time instructors are available at the labs. A lab for learning disabled students has been established. This lab contains equipment such as Kurzweil Scanners, PC's with Spellcheck, Grammatik and other programs.

HIGHLAND PARK COMMUNITY COLLEGE
Contact: Paul Merritt

Basic Program: Highland Park Community College provides a comprehensive and varied program for at-risk students. It includes developmental courses in reading, writing, mathematics, and chemistry; testing (ASSET) for course placement and in-class prior objectives mastery; individualized and small group instruction; peer tutoring; use of laboratory based computer/video software; and supplementary handout instructional support materials.

Unique Program Components: Developmental course design combines objectives-based supplementary support materials, opportunities for independent progress, and communication between faculty and tutorial personnel. Close coordination with the Special Populations (State) and Student Support Services (Federal) Programs provides a wide range of services for qualifying students.

JACKSON COMMUNITY COLLEGE
Contact: Charlotte Finnegan

Basic Program: Same as 1991-92 with some changes, that include: Test Anxiety Workshops, offered several times a semester; more faculty (full-time and adjunct) workshops; coordinated training and orientation for reading and writing adjunct instructors. Expansion of tutoring services and an effort to fulfill each request; expansion of the Writing Center, staffed by tutors and an instructor; and services provided for an increasing number of special needs students.

Unique Program Components: Developmental Education continues in the effort to reach out to other areas on campus in coordinating services to At-Risk students, improve services and reduce duplication. Accomplishments this year have centered around improving the system of helping students:

- provided the computer facility (MacLab) with interactive and tutorial software;
- linked special need services with those provided by special populations;
- began continuous quality improvement training in Developmental Education;
- conducted and presented a study of Developmental Education students based on their first three years at JCC with the ability to update the study yearly;
- participated and offered workshops in the JCC Care program. The Care program awards scholarships to 6th graders who are financially At-Risk and offers a variety of college experiences in the junior and high school years. About 2,000 students are Care recipients.

KALAMAZOO VALLEY COMMUNITY COLLEGE
Contact: Fred S. Rutherford

Basic Program: No change - program is delivered through the college Learning Center and the Downtown Center. Services provided include para-professional and peer tutorial support to the At-Risk students in developmental courses and in other selected college courses. Testing and counseling coordination with community agencies and specialized support is provided on an individual basis.

Unique Program Components: No change - program operates in close cooperation with other programs such as "Achievement Plus" and "Project Focus," which are aimed at At-Risk students. Support services are tailored to individual student needs with community agency cooperation emphasized.

KELLOGG COMMUNITY COLLEGE
Contact: Charles A. Taylor

Basic Program: No change - after initial identification of the At-Risk student and academic counseling, follow-up is continued with written recommendations from the developmental instructors regarding future placement. Paraprofessionals are used for academic support in the areas of writing, reading, math and study skills.

Unique Program Components: No change - the counseling staff interacts with faculty and students from course recommendations through the academic advising process. An "early warning" system allows faculty to provide a written referral to a counselor for follow-up with the student. There is also group advising in new student orientations for At-Risk students and a minority student/faculty mentoring program.

KIRTLAND COMMUNITY COLLEGE
Contact: Cary Vajda

Basic Program: Since At-Risk funding is determined by the amount of developmental contact hours generated by the college, the program is based solely on instructional service activity associated with developmental education. This includes ASSET testing, counseling for students testing into developmental courses only, and the teaching of developmental courses.

Unique Program Components: No change - Kirtland's newest addition to its At-Risk program is a writing lab. This is a required course for students identified as having problems with basic writing skills. (A scholarship is offered to each student required to take this course so no undue financial burden is placed upon the student.) No computers are used in this class, with instruction being provided in small groups of eight or less students.

LAKE MICHIGAN COLLEGE
Contact: Patti A. Lee

Basic Program: No change - mandatory placement is part of the program, with those students falling below accepted levels in the ASSET placement test being assigned to developmental classes. Tutoring is an important asset to the At-Risk student, with tutoring currently being offered in the areas of basic English, mathematics and reading.

Unique Program Components: No change - the tutors receive specialized training in techniques for working with At-Risk students. Tutors are available to all At-Risk students enrolled in developmental reading and math courses. They are also present in every section of basic writing classes. Professional development workshops are held at the beginning of each semester for faculty teaching developmental classes. There is close coordination between the At-Risk program and the Special Populations program to serve students who may fall into both categories.

LANSING COMMUNITY COLLEGE
Contact: John H. Cansfield

Basic Program: The program offers direct service with staff providing assessment and orientation to the program. The staff worked directly with the At-Risk population (identified by enrollment in developmental courses, a learning disability, requiring English as a second language or as a result of failure to make satisfactory academic progress). Goals were achieved by counseling, advising contacts, referral to tutoring, progress monitoring success contract, and a success course combining study and life skills training.

Unique Program Components: Staff instituted programs for the purpose of encouraging students to avail themselves of the program. The college is not currently able to require participation in the At-Risk program. At-Risk Special Services Program (ARSSP) staff visited developmental classes and described the advantages of the program. Mailings were sent to eligible students. The staff worked closely with existing programs such as the displaced homemaker/sex equity, Limited English Proficiency, Handicapper Student Services, and with the DSS offices in the areas related to the MOST program. Workshops have been conducted including career planning and study techniques as well as success groups and a counselor is housed adjacent to the reading and math labs.

MACOMB COMMUNITY COLLEGE
Contact: Larry Oshkaloff

Basic Program: No change - the program is targeted towards Department of Social Services MOST recipients. These students begin their first term with an orientation to Macomb, academic assessment, assistance filling out financial aid forms, and academic advising. A few weeks later, MOST students attend a six week college preparatory/support program, which ends a few days before the beginning of the Fall semester. This program orients the students to the college environment, informs them of resources available to them, teaches study and note taking skills, explores career options, time management and develops the students' self-confidence.

Unique Program Components: No change - overall, the nearly 300 MOST

students have an average grade point average of 2.8 and the college retains 80% of the students starting out in the MOST/At-Risk program in the Fall. One-quarter of these students have been placed on the Dean's list.

Counselors provide follow-up throughout the year, providing a link between DSS and the students so that necessary paperwork is completed and guidelines understood.

MID MICHIGAN COMMUNITY COLLEGE
Contact: Patricia A. Alford

Basic Program: No change - assessment and at least one counseling contact were provided to each At-Risk student identified during Fall and Spring terms. Developmental coursework is offered in a classroom and in individualized learning labs. Tutoring and an early academic warning system are utilized. A Summer Immersion program is offered where a small group of At-Risk students are given help in adjusting to the academic environment. The counseling focus was mainly directed toward the highest risk students (those with multiple developmental courses).

Unique Program Components: Select At-Risk students were invited to college brown bag lunches to discuss concerns. While attendance was not as favorable as hoped for, respondents were pleased.

MONROE COUNTY COMMUNITY COLLEGE
Contact: Dr. Cynthia S. Riedel

Basic Program: No change - the At-Risk program tries to assist students before they begin their first semester, with special emphasis on those students scoring 33 or below on all three parts of the ASSET. Efforts are made to closely coordinate with community resources to reduce duplication and delays in service. Part of this effort is reflected in a new procedure where a special needs counselor requests help for students using a consistent service request form.

Unique Program Components: No change - a one day seminar is held for At-Risk students before the semester begins. In "First Steps for Classroom Success," students are helped to understand classroom requirements and skills, and introduced to the personnel and services available at the Learning Assistance Lab. The "Courtesy Call" program has been effective in reaching out to At-Risk students who miss two or more class sessions. Every two weeks, a trained peer assistant calls students who have missed classes and encourages the student to use college resources as appropriate. Another unique component of Monroe's program includes a developmental math class which uses an interactive video, rather than traditional instruction. However, classes taught by an instructor are still available for those who prefer this approach.

New: A comprehensive follow-through project on the retention and success of students who initially enrolled in developmental math was conducted. The results indicated that the students with the developmental experience were as successful, or more successful, than those who began with the general entry level course. Similar studies will be conducted in developmental writing and reading.

MONTCALM COMMUNITY COLLEGE
Contact: Dan Snook

Basic Program: No change - Montcalm's At-Risk grant funds three major efforts: staff in the Skills Development Lab and Special Populations Office, purchase of instructional materials and testings supplies, and the use of professional tutors. The use of professional tutors is preferred over peer tutors. Some advantages are that professional tutors have experience in teaching and are more aware of learning difficulties and how to deal with them, and have a more flexible schedule than peer counselors who are usually taking classes. At-Risk students assigned to professional tutors generally achieve independence sooner than do those students assigned to peer counselors.

Unique Program Components: There were 405 students served in the Skills Developmental Lab from Fall 1992 through Summer 1993. The lab offers credit courses in reading, writing and mathematics. In addition, professional tutors assisted 256 students in academic and vocational classes over the same period of time and another 43 students were served in study skills courses.

MUSKEGON COMMUNITY COLLEGE
Contact: Karen A. Nelson

Basic Program: No change - Muskegon provides individualized and small group instruction in reading, writing and math to improve the skills of the At-Risk students so they can successfully take college level courses. Muskegon also provides career exploration and counseling to assist in goal setting. New: A reading requirement has been established for some of the general education classes, significantly increasing the number of At-Risk students.

Unique Program Components: Meetings are being planned with high school teachers of math and English to review Muskegon's placement tests, in the hope of decreasing the number of students requiring developmental courses when they come to college.

NORTH CENTRAL MICHIGAN COLLEGE
Contact: John C. Prescott

Basic Program: No change - On the first class session of each developmental class the director of the Learning Support Services informs students of services available to them. New: The Computer Aided Instruction Lab was moved in Fall of 1992. Three computers were added and created a better study environment for students. The lab now is open for a total of forty-one hours a week, up from thirty-nine in 1991-92. Saturday usage diminished to the point that the lab no longer is opened on Saturday, however, there are more available hours throughout the week. A part-time tutorial coordinator was hired in October of 1992 to assist with the additional volume from two new ACS 1.51 classes.

Unique Program Components: During the first semester of the 1993-94 school year we began a study in the Developmental Math area. Two of the six (33%) Math 111 sections were required to use the Computer Aided Instruction Lab for one hour of additional support. It is hoped that the students in the classes with mandatory lab time will perform better than those who did not utilize the lab. The outcome of this study is to determine if use of the lab should be a requirement for all development math classes. Results will be available after the first of the year with possible implementation of the mandatory lab time beginning Fall 1994.

NORTHWESTERN MICHIGAN COLLEGE
Contact: Michael Connolly

Basic Program: Northwestern Michigan College's At-Risk Program continues to offer a comprehensive program including: developmental classes in reading, composition, and math; testing, both academic and interest; special advising and counseling services; study skills/tutoring services; and special services to students with learning disabilities. During the past year a computer lab was established in order to provide students with assistance in specific classes. In addition, an orientation class was developed in order to target first time students at the college with particular risk characteristics.

Unique Program Components: Northwestern Michigan College (NMC) has continued during the past year the taping of materials for students with learning disabilities and the joint Job Training Partnership Act (JTPA), Traverse City, and NMC Enterprise Learning Lab for students needing basic skills assistance. NMC has established a "Bridge Program" for students that are considered At-Risk. The Bridge Program is designed to enhance self-esteem while providing basic workplace skills. It is a ten week program and it prepares adults for regular college courses. ASSET is required of all new full or part-time students pursuing certificate of degree objectives and/or who are taking a course in NMC English or mathematics.

OAKLAND COMMUNITY COLLEGE
Contact: Paula Green-Smith

Basic Program: No change - the At-Risk program is administered through the Program for Academic Support Services (PASS) network. The PASS network in turn is supervised by the Office of the Associate Dean of Student and Academic Support Systems. This Office was established in order to coordinate support services for special populations from all of Oakland's campuses. Individual Academic Support Coordinators provide counseling, tutoring and services for At-Risk students at each campus, and report to the Associate Dean for coordination purposes.

Unique Program Components: Services for the English as a Second Language (ESL) students were expanded at all five campuses. Three Bilingual Implementors were hired to provide language support services and act as ESL tutors.

A portion of At-Risk funds were integrated with Project Building Opportunities, Learning Skills and Direction (BOLD). This program is a joint effort between the college and Michigan Rehabilitation Services and is offered at the Auburn Hills and Orchard Ridge Campuses. The combination of the two programs has resulted in a well coordinated service delivery system, giving Project BOLD learning disability specialists more time to devote to direct services, rather than to management tasks.

The state At-Risk grant also provided support for students concurrently enrolled at the college and Avondale Adult Basic Education Program. This program, which is also integrated into PASS, provides remediation for academically disadvantaged students, including those with limited proficiency in English.

ST. CLAIR COMMUNITY COLLEGE
Contact: Gerri VerHowe-Barber

Basic Program: No change - after a student has been identified as being At-Risk, a network of supportive services is made available. Assistance is offered in the form of counseling, handicap assistance (notetaking, readers, writers), peer tutoring, seminars, study skill advising and community outreach services. Referrals are also made to intra-departmental personnel; such as career planning and placement, the financial aid office, learning resource center, reading lab, math microcomputer assistance and the college day care center.

Unique Program Components: No change - a unique component of St. Clair's At-Risk program is that it is coordinated through the Student Learning Center. Prior to this time, the Center's primary function was to provide specialized counseling, academic support services and financial aid to students enrolled in both developmental and occupational classes.

Center personnel are professionally trained in areas such as special education, counseling (state certified and fully licensed), social work, psychology, health occupations, English, human services and vocational administration.

SCHOOLCRAFT COLLEGE
Contact: Denise Sigworth

Basic Program: Three themes of Schoolcraft's At-Risk program are included increased support services, financial aid counseling to improve student opportunities, and faculty-student communications to provide the best fit between the college and student. A total of 9,571 tutoring hours for 748 students was provided in math, reading, and English. A counselor is specifically assigned to serve At-Risk students and is taking a proactive role with students and instructors. A support group for the learning disabled has continued to meet, encouraging LD students to become self-advocates.

Unique Program Components: Three components were funded by the At-Risk funds during 1992-93. First, was a team of faculty members who individually assess At-Risk students and prescribe appropriate tutoring or computer-assisted support services. One-on-one contacts with the counselor faculty mentors, and peer tutors are the most critical services. Second, a part-time counselor was hired and assigned specifically to help At-Risk students with Pell applications. Third, is the use of the multiple intervention strategies. Computer assisted support was again expanded. A class based assistance program was piloted using counselor-faculty teams that monitor the students' learning styles and help improve classroom skills.

SOUTHWESTERN MICHIGAN COLLEGE
Contact: Dr. Daniel R. Stenberg

Basic Program: No change - key elements of Southwestern's program include a centralized developmental studies program; personal, academic and career counseling; peer tutoring, a variety of instructional settings; flexible scheduling on or off campus; an active minority student organization; specialized services for learning disabled students;, and study skills workshops. These strategies have led 84% of students placed in a developmental class to complete the semester; 78% with passing grades. At-Risk students continue their college career with an average grade point of 2.5. Of the students graduating in 1992, 52% took at least one developmental course.

Unique Program Components: Funding shifts resulted in discontinuance of the Head Start Grant in 1991-92. Southwestern has expanded service to the learning disabled students and minority males. With a special section(s) of college success strategies, this program is continuing to produce high retention rate results. The Strategies Intervention Model has been

incorporated, a content-based reading curriculum is underway, and a program (EXCEL) has been developed for the highest risk developmental studies students.

WASHTENAW COMMUNITY COLLEGE
Contact: David Beaumont

Basic Program: No change - the At-Risk program provided academic evaluation to almost 2,000 students in the areas of math, reading and English. Academic advising must be provided to each student prior to registration each semester.

Unique Program Components: No change - once a student is identified as being At-Risk, a comprehensive menu of services is available to that student. A case management approach is used which includes the following services: a diagnostic intake interview, a career interest assessment using the Strong Campbell Interest Inventory, a financial need assessment, staff assistance with educational or interpersonal issues (individual or group counseling) and tutoring services. An "Early Alert" system is used to identify students who are not achieving during the semester. Weekly or biweekly visits are then scheduled with students who appear to be experiencing difficulties.

WAYNE COUNTY COMMUNITY COLLEGE
Contact: John Bolden

Basic Program: No change - a program coordinator visits each classroom during the first and second weeks of class and informs At-Risk students of the services that are available to them. These enhanced services include academic advisement, transfer information and career planning, mentoring, motivational workshops, tutoring and exit interviews. An early alert system is in place, using six week progress reports to track student progress. If satisfactory progress is not being made, the student must meet with the project coordinator to create a plan to modify his or her behavior, or receive a referral to other resources.

Unique Program Components: No change - Wayne County is planning a study to determine the enrollment patterns of At-Risk students who indicate a career choice and receive career planning assistance versus students who do not. A strong interaction among counseling, instruction and support staff is maintained in support of first term enrollees and students who have not yet made a firm career decision. Developmental English instructors include writing resumes and cover letters in course requirements, integrating college and the world of work.

WEST SHORE COMMUNITY COLLEGE
Contact: Dr. Cameron Brunet-Koch

Basic Program: No change - the At-Risk program has been expanded to include not only those students enrolled in developmental English, math and reading classes, but also those enrolled in the Learning Strategies class. This class stresses study skills, test taking techniques, time management and goal setting. An Educational Development Plan is generated and the student is encouraged to visit a career counselor. Computerized and video supplemental instruction are also available to At-Risk students. West Shore is also proud of the extensive tutoring program it provides in both individual and group settings.

Unique Program Components: A brown bag luncheon speaker series is offered on pertinent topics such as study skills, parenting skills, AIDS, women as leaders, financial aids, resume writing, etc. A focus group comprised of approximately 12 students is formed and discussions are about the student experiences in developmental classes and how West Shore might make improvements and better serve student needs. Congratulatory letters are mailed at mid-term and after final exams to those students successfully completing that segment of the semester. The letters are individually signed by the At-Risk coordinator and the dean of Student Personnel Services. New: Adult education classes in a 3-county area are given presentations concerning the importance of college, how to enter college, and the services offered at the college, including developmental education classes and the Learning Enrichment Center.

TABLE 1

ASSESTMENT AND PLACEMENT DATA

Questions 3, 4, 5

COLLEGE	ASSET	OTHER TESTS	INCOMING TESTED	MANDATORY PLACEMENT
ALPENA	X	Nelson-Denny Reading	yes	no
BAY de NOC	X		yes	no
C.S. MOTT		Nelson-Denny Reading	yes	no
DELTA	X		yes - for 6 credit hour or more	no
GLEN OAKS	X		yes	no
GOGEBIC		College Board	yes	no
GRAND RAPIDS	X		no	no
HENRY FORD	X		yes	yes - Math, English and Chemistry
HIGHLAND PARK	X		yes	no
JACKSON	X	U of M model for writing; Stanford	yes	no
KALAMAZOO	X		yes	yes - first time college students seeking degree or certificate are tested for placement in 20 or more areas
KELLOGG	X		no	yes- all enrolling in English and/or Math
KIRTLAND	X		yes	yes- exceptions are 'guests', adult interest and those that have taken other pre-admission exams
LAKE MICHIGAN	X -Writing and Math only	Nelson-Denny Reading	yes	yes - all new students
LANSING		Mathematics of America Placement Test, Reading Progress Scale, Nelson Denny, Science	yes	no
MACOMB		College Board	yes	yes - Reading, Composition, Chemistry
MID-MICHIGAN		College Board	yes	no
MONROE	X		yes	yes
MONTCALM	X	Stanford	yes	no
MUSKEGON		Nelson Denny, Toledo Placement (chemistry), College tests for English	yes	yes
NORTH CENTRAL	X		yes	no
NORTHWESTERN	X	Nelson-Denny	yes	no
OAKLAND	X	Math	yes	no
ST. CLAIR		College Board	yes	yes -- Reading, Math, and English students must sign a waiver releasing the college of placement in developmental courses
SCHOOLCRAFT	X		yes	yes - All entering students must see a counselor. English, Reading and Math students scoring below collegiate level on ASSET receive mandatory placement
SOUTHWESTERN		College Board and Myers-Briggs Inventory for all students enrolled in college Success Strategies	yes	yes
WASHTENAW	X		yes	no
WAYNE	X	MI test and English Language Proficiency	yes	
WEST SHORE	X		yes	Yes - English; Math; Reading
Number of "Yes" responses	21	15	27	11

TABLE 2

NUMBER OF STUDENTS AND PRIMARY ELIGIBLITY

QUESTIONS 6 & 7

COLLEGE	AT-RISK STUDENTS SERVED (as reported)	PERCENT OF STUDENTS BY ELIGIBILTY REASON: ONE OR MORE DEVELOPMENTAL COURSE	DIAGNOSED AS LEARNING DISABLED	SECOND LANGUAGE ASSISTANCE
ALPENA	915	100.0%	0.0%	0.0%
BAY de NOC	625	96.6%	0.7%	0.1%
C.S. MOTT	90	99.1%	0.0%	0.9%
DELTA	1,235	96.3%	3.2%	0.5%
GLEN OAKS	292	100.0%	0.0%	0.0%
GOGEBIC	621	82.0%	11.0%	7.0%
GRAND RAPIDS	563	94.0%	6.0%	0.0%
HENRY FORD	537	73.0%	22.0%	5.0%
HIGHLAND PARK	1,294	100.0%	0.0%	0.0%
JACKSON	1,962	99.4%	0.2%	0.4%
KALAMAZOO	561	98.0%	1.0%	1.0%
KELLOGG	2,865	97.3%	1.4%	1.3%
KIRTLAND	665	96.2%	3.5%	0.3%
LAKE MICHIGAN	2,570	99.4%	0.3%	0.3%
LANSING	1,570	75.0%	5.0%	20.0%
MACOMB	375	99.0%	0.0%	1.0%
MID-MICHIGAN	706	100.0%	0.0%	0.0%
MONROE	740	96.4%	3.7%	0.0%
MONTCALM	704	99.0%	0.5%	0.5%
MUSKEGON	3,560	100.0%	0.0%	0.0%
NORTH CENTRAL	859	100.0%	0.0%	0.0%
NORTHWESTERN	541	88.0%	10.0%	2.0%
OAKLAND	889	37.7%	39.9%	22.4%
ST. CLAIR	309	98.6%	0.9%	0.5%
SCHOOLCRAFT	1,963	80.0%	15.0%	5.0%
SOUTHWESTERN	2,851	97.0%	2.0%	1.0%
WASHTENAW	3,047	100.0%	0.0%	0.0%
WAYNE	600	94.0%	1.0%	5.0%
WEST SHORE	370	100.0%	0.0%	0.0%
TOTAL	33,879			
Average	1,168	93.0%	4.4%	2.6%
Minimum	90	37.7%	0.0%	0.0%
Maximum	3,560	100.0%	39.9%	22.4%

TABLE 3

TOTAL FUNDS FOR AT RISK PROGRAM

Questions 8 and 9

COLLEGE	STATE AT-RISK GRANT	FEDERAL*	COLLEGE CONTRIBUTIONS	OTHER	TOTAL	PERCENT STATE GRANT/ TOTAL FUNDS
ALPENA	$94,300	$234,816	$121,000	$0	$450,116	21.0%
BAY de NOC	100,400	64,600	489,844	0	654,844	15.3%
C.S. MOTT	101,200	0	0	0	101,200	100.0%
DELTA	93,100	35,000	10,000	0	138,100	67.4%
GLEN OAKS	127,800	0	93,487	0	221,287	57.8%
GOGEBIC	57,300	131,735	71,095	0	260,130	22.0%
GRAND RAPIDS	67,500	0	0	15,290	82,790	81.5%
HENRY FORD	70,100	165,292	87,150	70,100	392,642	17.9%
HIGHLAND PARK	151,200	669,000	5,000	0	825,200	18.3%
JACKSON	123,200	118,813	400,000	0	642,013	19.2%
KALAMAZOO	117,900	169,698	69,542	0	357,140	33.0%
KELLOGG	105,000	438,417	67,349	0	610,766	17.2%
KIRTLAND	154,400	0	100,955	0	255,355	60.5%
LAKE MICHIGAN	189,600	13,717	204,598	0	407,915	46.5%
LANSING	129,700	55,479	112,037	0	297,216	43.6%
MACOMB	81,200	9,405	31,627	0	122,232	66.4%
MID-MICHIGAN	108,800	0	0	0	108,800	100.0%
MONROE	61,500	10,000	85,000	0	156,500	39.3%
MONTCALM	83,900	0	78,336	0	162,236	51.7%
MUSKEGON	141,000	0	378,777	0	519,777	27.1%
NORTH CENTRAL	55,100	15,515	36,326	6,000	112,941	48.8%
NORTHWESTERN	123,000	0	441,190	0	564,190	21.8%
OAKLAND	123,400	147,600	507,483	0	778,483	15.9%
ST. CLAIR	75,600	842	0	0	76,442	98.9%
SCHOOLCRAFT	163,100	0	79,825	0	242,925	67.1%
SOUTHWESTERN	162,600	165,168	250,713	0	578,481	28.1%
WASHTENAW	147,900	0	6,570	0	154,470	95.7%
WAYNE	193,200	0	0	0	193,200	100.0%
WEST SHORE	158,804	0	73,271	1,133	233,208	68.1%
TOTAL	$3,361,804	$2,445,097	$3,801,175	$92,523	$9,700,599	
Average	$115,924	$84,314	$131,075	$3,190	$334,503	50.0%
Minimum	$55,100	$0	$0	$0	$76,442	15.3%
Maximum	$193,200	$669,000	$507,483	$70,100	$825,200	100.0%

*The Federal category includes Single Parent Homemaker, Sex Equity, and Special Populations Grants that flow through the Michigan Department of Education from the Federal Perkins Vocational and Applied Technology Act of 1990.

TABLE 4

STATE GRANT EXPENDITURES

Question 10

	FULL TIME PERSONNEL:			PERCENT OF STATE GRANT EXPENDED ON:						
COLLEGE	SUPERVISORS	COUNSELORS	OTHERS	PERSONNEL	TESTING	EQUIPMENT	SUPPLIES	TRAVEL	CONTRACT SER.	OTHER
ALPENA	0.5	0.5	0.0	66.1%	0.0%	0.8%	0.4%	0.8%	0.0%	31.8%
BAY de NOC	0.0	1.0	1.0	82.3%	0.0%	0.0%	0.0%	0.0%	0.0%	17.7%
C.S. MOTT	0.0	0.0	0.0	92.0%	0.0%	0.0%	2.5%	1.4%	1.5%	2.5%
DELTA	0.0	1.0	1.8	66.0%	0.0%	3.8%	9.2%	1.7%	0.0%	19.3%
GLEN OAKS	0.0	0.0	0.0	96.3%	0.0%	0.0%	3.7%	0.0%	0.0%	0.0%
GOGEBIC	0.7	0.1	2.4	86.6%	1.3%	7.4%	3.5%	0.0%	0.0%	1.2%
GRAND RAPIDS	1.0	1.0	2.0	61.8%	0.0%	13.7%	7.8%	6.9%	5.9%	3.9%
HENRY FORD	3.0	4.0	54.0	93.2%	0.0%	3.8%	1.7%	0.0%	0.0%	1.2%
HIGHLAND PARK	0.1	0.0	1.6	4.1%	95.9%	0.0%	0.0%	0.0%	0.0%	0.0%
JACKSON	1.0	0.8	1.6	92.3%	0.9%	6.8%	0.0%	0.0%	0.0%	0.0%
KALAMAZOO	0.3	0.5	3.1	98.8%	0.0%	0.0%	1.2%	0.0%	0.0%	0.0%
KELLOGG	0.0	1.0	2.5	98.3%	0.0%	0.0%	1.7%	0.0%	0.0%	0.0%
KIRTLAND	0.0	0.4	2.6	89.5%	0.4%	0.0%	2.2%	0.2%	0.0%	7.6%
LAKE MICHIGAN	1.0	1.0	14.8	81.8%	0.2%	11.6%	4.2%	1.7%	0.0%	0.5%
LANSING	0.0	2.5	0.5	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
MACOMB	0.0	1.0	1.0	60.9%	0.0%	0.0%	0.0%	0.2%	0.0%	38.8%
MID-MICHIGAN	0.0	1.0	2.0	89.5%	0.0%	2.0%	5.7%	2.5%	0.0%	0.4%
MONROE	0.0	0.0	0.0	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
MONTCALM	0.0	0.0	0.0	80.1%	4.5%	10.2%	5.3%	0.0%	0.0%	0.0%
MUSKEGON	0.0	5.0	0.0	90.7%	0.0%	0.0%	0.0%	0.0%	0.0%	9.3%
NORTH CENTRAL	1.0	0.0	1.0	44.3%	5.4%	14.1%	0.5%	4.8%	16.6%	14.3%
NORTHWESTERN	0.1	1.3	2.0	96.4%	0.0%	0.0%	2.8%	0.4%	0.2%	0.2%
OAKLAND	2.0	0.0	0.5	80.2%	0.0%	0.2%	0.0%	0.0%	14.6%	5.0%
ST. CLAIR	0.2	1.2	2.0	97.4%	0.0%	0.0%	0.7%	1.3%	0.0%	0.7%
SCHOOLCRAFT	0.0	5.0	8.0	91.9%	0.0%	3.9%	0.6%	0.0%	0.9%	2.7%
SOUTHWESTERN	2.0	3.0	14.0	91.3%	0.8%	0.0%	1.6%	0.9%	0.5%	4.8%
WASHTENAW	0.0	4.3	0.0	97.5%	2.5%	0.0%	0.0%	0.0%	0.0%	0.0%
WAYNE	2.0	0.0	1.0	64.6%	5.2%	15.2%	13.9%	1.0%	0.0%	0.0%
WEST SHORE	0.0	0.0	0.0	91.1%	0.0%	2.6%	1.4%	1.0%	2.3%	1.6%
TOTAL	14.9	35.6	119.3							
Average	0.5	1.2	4.1	82.2%	4.0%	3.3%	2.4%	0.9%	1.5%	5.6%
Minimum	0.0	0.0	0.0	4.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Maximum	3.0	5.0	54.0	100.0%	95.9%	15.2%	13.9%	6.9%	16.6%	38.8%

BEST COPY AVAILABLE

COMMENTS IN RESPONSE TO PROGRAM SURVEY
(QUESTION 11)

C.S. MOTT

Include Low Income as an eligibility criteria for At-Risk students, as in the 1989-90 grant.

GLEN OAKS COMMUNITY COLLEGE

For smaller institutions, computerized follow-up is difficult if not at times impossible. Resources are being re-evaluated to attempt to address this issue.

HENRY FORD COMMUNITY COLLEGE

Could make report due at a more convenient time.

JACKSON COMMUNITY COLLEGE

We learned much by the summary report for all community colleges "Michigan Community Colleges At-Risk Student Success Program Grant Expenditures for 1991-92," and would look forward to a specific conference, perhaps a teleconference, to share ideas. We are particularly concerned with long-term results and success of our At-Risk students, and their future employment, and would like to learn how other colleges are looking at this.

LAKE MICHIGAN COLLEGE

The inclusion of the phrase "may include a three term/semester follow-up period..." really confuses the data. The follow up question is important, but must be listed separately to ensure appropriate comparison and analysis. The level of services required and/or provided in a follow-up relationship differs significantly from those essential support strategies implemented at the time of At-Risk identification. The pooling of these two distinctly different groups reduces clarity and complicates meaningful analysis.

LANSING COMMUNITY COLLEGE

Please reconsider allocation formula so that it represents number of students rather than a ratio between total credits and developmental credits.

MACOMB COMMUNITY COLLEGE

Would like to see a series of questions related to students being required to take pre-college level classes if their assessment scores places them in developmental classes.

APPENDIX A

State of Michigan
AT RISK REPORT

_____ _____ *College*

Name of Contact Person

_____

Date

Pursuant to the Community College appropriations act, each community college shall submit a report of their At Risk program expenditures and accomplishments 90 days after the end of the state fiscal year.

1. Please describe your basic At Risk Program and its accomplishments. (Only include **changes** to your current program description as it appears in the 1992-93 report. Attach additional pages if necessary.)

   _____

   _____

   _____

2. Please describe unique components and accomplishments of your At Risk Program. For example, innovative approaches, "reward incentives" for performance, programs done in conjunction with educational institutions or government programs. (Only include **changes** to your current program description as it appears in the 1992-93 report. Attach additional pages if necessary.)

   _____

   _____

   _____

3. Which assessments does your college use to identify At Risk students?

   __ASSET __Nelson-Denny Reading __College Board

   Other (please specify) _____

   _____

   A. If any other assessments are given, please list them and their purpose.

      _____

4. Are incoming students academically tested by your college?

__NO __YES

5. Does your college use mandatory placement for non At Risk students?

__NO __YES (if yes, please specify academic areas and student population)

_____

_____

6. What percent of your At Risk students (unduplicated headcount) were primarily eligible for the following reasons: (choose one category per student)

- Enrolled in 1 or more developmental course or academic failure _____%
- Diagnosed as learning disabled _____%
- Requiring English as second language assistance _____%

Above three lines should total..... 100 %

7. Number of At Risk students (unduplicated headcount) served during the state fiscal year (October 1 - September 30) (may include a three term/semester follow-up period, but this is optional):

_____

8. What funds were utilized for At Risk program operation?

A. Federal (please specify below) $ _____

_____

B. Other state aid (please specify below) $ _____

_____

C. College's contribution $ _____

D. Other (please specify) $ _____

_____

E. At-Risk state grant for fiscal year 1993-94 (October 1 to September 30) $ _____

TOTAL At Risk Budget (From All Sources): $ _____

9. **Expenditures: (State Grant Only)**

	Full - Time Equated At-Risk Personnel*	Dollars
A. Personnel		
Supervisors	_____	$ _____
Counselors	_____	$ _____
Others	_____	$ _____
B. Testing		$ _____
C. Equipment		$ _____
D. Supplies		$ _____
E. Travel		$ _____
F. Contractual Services		$ _____
G. Other (please specify) _____		
_____		$ _____
TOTAL EXPENDITURES: (State Grant Only) (Should equal amount for Question 8E)		$ _____

* Full-time is defined as full time at your college (e.g., 35 hours per week, 37 hours per week, etc.) Two or more part-time workers may make up one full-time position for the purposes of this report.

10. Please share with us your ideas for improving the At-Risk program or the program report form.

_____

_____

_____

Thank you.

Revised 9/94
Atrskfrm

According to Section 402(7) of Public Act 285 of 1994, each community college shall submit a report accounting for their accomplishments and expenditures of At Risk funds no later than 90 days after the end of the state fiscal year (January 1, 1995), to the following agencies:

Representative Tom Scott
Co-Chair, House Subcommittee on Community Colleges
Roosevelt Building, Room 388
Lansing, MI 48909

Representative Ken Sikkema
Co-Chair, House Subcommittee on Community Colleges
Olds Plaza Building, Room 521
Lansing, MI 48909

Senator Harry Gast
Chairman, Senate Subcommittee on Community Colleges
Capitol Building
Lansing, MI 48909

Ms. Patricia Woodworth
Director, Department of Management and Budget
Lewis Cass Building
Lansing, MI 48909

Greg Rosine
Fiscal Analyst
House Fiscal Agency
200 North Capitol Avenue, 3rd Floor
Lansing, MI 48933
Fax (517) 373-5874
Telephone (517) 373-8080

Rob Abent
Chief Fiscal Analyst
Senate Fiscal Agency
8th Floor Victor Building
Lansing, MI 48909
Fax (517) 373-1986
Telephone (517) 373-2768

Karen J. Pawlovich
Analyst
Office of Education
Department of Management and Budget
Lewis Cass Building
Lansing, MI 48909
Fax (517) 335-1521
Telephone (517) 335-1518

APPENDIX B
FREQUENTLY USED ABBREVIATIONS

- ACS - Activities Classification Structure
- ACT - American College Testing Company
- ARSSP - At-Risk Special Services Program
- ASSET - Assessment Skills for Successful Entry and Transfer
- At-Risk - At-Risk Student Success Program
- BOLD - Project Building Opportunities, Learning Skills and Direction
- ESL - English as a Second Language
- JTPA - Job Training Partnership Act
- LD - Learning Disabled
- MJOBS - Michigan Jobs Opportunity Basic Skills
- MOST - Michigan Opportunity Skills Training
- P.A. - Public Act
- PASS - Program for Academic Support Services
- SAT - Scholatic Assessment Test and/or Scholastic Aptitude Test
- STAR - Students Taking Academic Responsibility
- TIP - Tuition Incentive Program